DOCUMENT RESUME

ED 127 012 PS 008 703

AUTHOR	Crowe, Natalie D.; Pine, Barbara A.
TITLE	Family Day Care: An Education and Support System Model Developed by Cooperative Extension of New York State.
INSTITUTION	Cornell Univ., Ithaca, N.Y. Cooperative Extension Service.
SPONS AGENCY	Extension Service (DOA), Washington, D.C.
PUB DATE	76
NOTE	34p.
AVAILABLE FROM	Publications Mailing Room, Research Park, Building 7, Cornell University, Ithaca, New York 14853 (Paper, free of charge)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Booklists; Child Care Workers; *Community Programs; *Early Childhood Education; *Extension Education; *Family Day Care; Mothers; Outreach Programs; *Pilot Projects; Preschool Workshops; Program Descriptions; *Resource Guides; Teenagers

ABSTRACT

This publication describes a pilot community based educational and support program for family day care. Program components include: a resource center and meeting place for family day care providers; informal weekly adult education programs (with planned activities for children); staff training; an 8-week certificate course for family day care parents; and outreach services for the community. Supports to family day care include an equipment loan service, linkage to the community human services network, a referral service for parents, a teen-aide program and a monthly newsletter. Included in the report are resources for persons developing similar programs, including: (1) an approach to assessing community needs and resources, (2) components of the family day care pilot program, (3) a worksheet to assist in an inventory of resources and alternatives, (4) topics covered and resource persons used at the weekly educational programs, (5) an outline of the certificate training course and list of training materials, and (6) reference material used in the pilot program. (Author/MS)

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Family Day Care

An Education and Support System Model Developed by Cooperative Extension of New York State

FAMILY DAY CARE:
An Education and Support System Model Developed by Cooperative Extension New York State

By
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Barbara A. Pine

PS 008703

An Extension publication of the
New York State College of Human Ecology
A Statutory College of the State University
Cornell University, Ithaca, New York

This program was supported principally from Special Needs funds from the Extension Service-USDA, Cooperative Agreement 12-05-300-211 with contributions from other organizations and agencies.

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PREFACE

This publication describes a multifaceted community based educational and support program for family day care. The program components include a community based resource center for family day care providers, a meeting place where they can share ideas and experiences daily. Weekly informal educational programs for the adults and activities planned for the children, as well as an eight week certificate course take place at the Resource Center. Teen Aides receive training which enables them to work with children in family day care homes. Supports to family day care include an equipment loan service, a "matchmaking" referral service, linkage to the community human services network, and a monthly newsletter. A community based advisory committee determines program direction.

Developed over the past three years with family day care providers, this pilot effort has been supported primarily by special needs funds from Extension Service-USDA. Other support came from the New York State College of Human Ecology, New York State Cooperative Extension, Cornell University, Cornell Institute for Career Education, the State of New York, New York State Department of Social Services, Nassau County Cooperative Extension Association, Nassau County Senior Community Services Project, Nassau County Department of Social Services, Day Care Council of Nassau County, Nassau County Neighborhood Youth Corps, USDA Summer lunch program in the Town of Hempstead. Primary support for years four and five is from the Carnegie Corporation of New York.

This publication is addressed to people interested in developing an educational and support program in family day care. They may include:

- Cooperative Extension specialists and agents with human resources programming responsibilities for adults and youth
- social workers and community outreach workers in human services and child caring agencies
- child care and staff development training officers in social services/welfare departments
- child care councils concerned with family day care as a viable child care option for families
- family day care providers associations
- community colleges, colleges and universities whose faculties guide students preparing for the child caring and human services professions.

The publication's purpose is to help generate ideas and stimulate support for family day care in communities and to provide some practical information learned in the pilot program. It is also a resource to people who have made requests for information about the program. The last section is a workbook to aid people when they assess needs and determine resources needed to develop a family day care program similar to that described in this publication, either in whole or in part.

The program is designed for anyone who cares for children in a home situation, whether the care givers have received a license or their homes have received certification; whether the children are publically subsidized, or whether their families have made private arrangements with a family day care provider.

Throughout this report the following terms are used interchangeably:

family day care provider
care giver
family day care parent
family day care mother

A definition of terms is on page iv.

A slide/script/cassette program, *Learning With Love: Family Day Care,* is a visual presentation of the program, available from Visual Communications Office, 412 Roberts Hall, Cornell University, Ithaca, New York 14853. A comprehensive report, *Family Day Care, A Cooperative*

Extension Pilot Program, has been distributed nationwide to libraries in the Land Grant College system and to Cooperative Extension Family Life Specialists in each state.

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Barbara A. Pine, Cooperative Extension Specialist: Family Day Care and Program Director

DEFINITIONS*

Family Day Care - day care of a child in the home of another family including before and after school care.

Family Day Care Parent - someone who takes care of other people's children. That care is provided in the day care parent's own home for fewer than 24 hours a day. Family day care parents are sometimes called family day care providers, day care mothers, teacher mothers or, less frequently, babysitters.

Licensed Family Day Care Home - a private enterprise offering family day care with a permit or license to do so from New York State Department of Social Services. A license is necessary by law when "day care is provided for 3 or more children away from their own homes for less than 24 hours per day in a family home which is operated for such purpose, for compensation or otherwise, for more than 5 hours per week."*

In New York State, there may be no more than six children, including the care giver's own, in the home and fewer if infants and toddlers are cared for.

The family day care parent works independently recruiting children for care, setting fees, etc.

Authorized Child Care Agency - This is any social agency, private or public which operates a child care program and is authorized to do so by the New York State Department of Social Services. This includes local county Departments of Social Services who provide child care services. Authorized agencies are required to adhere to State rules and regulations.

Certified Family Day Care Home - a family day care home which is affiliated with an authorized child care agency and is certified or approved to provide family day care by that agency which also provides supervision and referrals of children. Thus, the license to operate is granted by the local agency.

"Illegal" Family Day Care Home - when care is provided for 3 or more children and the home is not licensed, or where more than 6 children under 14 years old are cared for. Note that a family day care parent caring for only two children including her own would *not* be considered illegal.

Subsidized Family Day Care - when an authorized child care agency such as a local Department of Social Services places children in a family day care home, the agency usually pays for all or part of that care.

Private Family Day Care - a parent whose income is too high to qualify for financial help in paying for day care, makes private arrangements to pay a family day care parent. Parents who have to pay the full cost of family day care are often given no assistance in finding family day care homes and are sometimes excluded from using certified family day care homes.

*Definitions are based on the rules and regulations of the New York State Department of Social Services for Family Day Care.

INTRODUCTION

There is increasing evidence that very early experiences have an important effect on the growth and development of human beings. Beginning in infancy, children are heavily influenced by their environment.

The critical period in child development, according to Burton White, Director of the Harvard Laboratory for Human Development, begins at about the age of seven or eight months. By the age of three, children should have acquired the ability to understand most of the language they will use in ordinary conversation throughout their lives. They also have adopted their social styles, including the way they will relate to other children and to adults. By age three, the basic shaping of the child is usually accomplished. When both parents work outside the home and with increasing numbers of single parent families, more parents are sharing the very important early years in their children's lives with surrogate parents. Sometimes the surrogate parents are professionals in child care centers, but more frequently they are family day care providers. A 1973 publication of the U.S. Department of Health, Education and Welfare states, "It is estimated that over 91 percent of all day care services in the United States takes place in private home settings commonly referred to as family day care homes." Family day care is the oldest form of non-parental out-of-home child care in our society. It is the most widespread and it is growing as the demand for child care grows.

Some of the reasons parents give for their preference for family day care are that it is most like the care the parent would give at home and it offers more personal attention. The day care home is usually located in the parent's neighborhood. There is flexibility in hours to accommodate shift workers, commuters' hours, before and after care of school-aged children. Several small children in one family including infants, toddlers and school-aged children can be cared for in one home. Frequently care is available for the slightly ill child.

Over six million children under six years of age are in need of child care. There is little data on the number of school-aged children who need before and after school care; one estimate is 14 million. Just over one million children are cared for in day care centers and family day care homes that are licensed or approved. Where are the rest of the children? Many, of school age, come home to empty houses or are just "out" after school. Many are in family day care homes that have not been licensed or approved and where care givers have no educational or support system.

Quality child care in a family day care home means a care-giving environment that ensures that the child's physical needs are met, that the child's sense of belonging to the family of origin is not weakened by the family day care experience, that the child has opportunities to develop relationships of trust and attachment to a small number of familiar adults responsible for his or her own care, that suitable opportunities are available for spontaneous pleasurable learning experiences fostering the growth of the child's developing competencies. The best family day care setting approximates a good natural home. The qualities most parents like to see nurtured in their children are the same whether the child is at home or in a family day care setting.

Care givers try to care for children the way parents want them cared for. Days are long. In suburban communities, most workers commute for at least an hour to and from work. This means that some children are brought to the care giver's home as early as six in the morning — right out of bed. In fact, some children complete their night's sleep at the care giver's home. Then, it's breakfast for the care giver's family and the day care children who may arrive over a period of two hours. Some school-aged children may come for a while before the school bus picks them up and return after school. Children are in the day care home until parents come for them — sometimes on time, sometimes late. Holidays are usually workdays in family day care. Most family day care providers do not have the benefit of paid holidays, vacations, sick days.

Usually there is a play area in the home where independent play can take place under the supervision of the care giver while she tends to meal preparation and household necessities. The entire home can be an environment for learning as the child "helps." Concepts of size, shape and color can be learned as pots and pans are stacked and disassembled. Empty, clean, food containers with no sharp edges can be nested. Concepts of hot, cold, turning on and off, cleanliness, wet and dry can be learned from hand washing before eating. Language develops as the care giver talks with the child.

Some children may be served two or three meals and two snacks during the time they are at the care giver's home. Depending on the age and need of the child, one or two naps are taken. Some care givers prefer to have children near in age, while others find that with a wider age range, children learn from each other. Usually children play outdoors part of the time.

Most family day care providers have some toys and play equipment for the children, but they must purchase these items themselves. Some ask parents to provide equipment or to provide food for snacks or meals. There is no allowance for play equipment, consumable supplies or food.* The average range of payment to family day care providers is twenty to twenty-five dollars a week in New York State.

The pilot program described in this report was prompted by a conviction that family day care providers are very important people in the lives of young children and their families. It attempts to build on the strengths of family day care.

The role of Cooperative Extension in this pilot program is that of a friend, ally and supporter of family day care providers; an educator, a resource, a linker of isolated care givers to each other and to the community human services network; a broker between care givers and families seeking child care; a parent educator.

The basic concept upon which the program was developed is the Extension philosophy of starting with the people where they are and involving them in determining their needs and program goals. Cooperative Extension is a facilitator of learning as well as a teacher and resource. The focus of the program is the family day care provider as a learner, as a person who has much to share with other care givers and from whom there is much to learn.

*New York City rates may differ; a food and equipment allowance may be provided.

Part I.
THE PILOT PROGRAM

The Storefront Resource Center—Its Beginning

The program is located in Nassau County, a large suburban county on Long Island, adjacent to New York City. Nearly 1,500,000 people live within its 274 square mile area. Because the county is large, a target area was chosen which included the villages of Roosevelt, Freeport, and Uniondale. There are 7000 children five years of age or under and an additional 20 thousand children aged 6-18 in these three communities. A high percentage of the population receives public assistance, mostly aid to dependent children. The number of working mothers exceeds the national average.

When the program began in 1972, approximately 450 children in the target area were being cared for in a variety of group settings. There were 141 county family day care homes certified by the county Department of Social Services, 34 of which were in the target area. Many children were being cared for through private arrangements with neighbors, friends and relatives.

In order to reach these care givers, a storefront was rented on the main street in Roosevelt. With the help of the Nassau County Cooperative Extension staff and friends, the storefront was scrubbed, curtains were made and toys, books, furniture and equipment were collected. The program director recruited a program aide and a senior citizen aide from the community to help staff the resource center each day from 10-3:30 p.m. As the program expanded, another aide was added.

Except for the relatively few certified care givers in the community, no one seemed to know who was taking care of children. Therefore invitations to visit the center were sent home with kindergarten, first and second grade children. The program staff posted the invitation on community bulletin boards, provided stuffers for supermarket grocery bags, supplied Expanded Food and Nutrition Education Program aides and other Cooperative Extension personnel with invitations to extend to their contacts in the neighborhood. And people came.

A Visit To The Storefront

The storefront resource center gives visibility to the program; it is one way of reaching out to unknown care givers. A sign in the window invites ANYONE who takes care of children to stop in with the children.

The cheery playroom immediately attracts the children. It is lined with shelves of toys, books, plants, sprouting seeds, sea snails edging along the side of their glass house. There is a staff member to read a story or invite participation in an activity appropriate to the children's interests. There is a senior aide to hold, cuddle and rock a baby or guide a toddler safely to balls or blocks. This frees the care givers to talk with the program staff, other family day care providers or to attend an educational program in the meeting room at the rear of the storefront.

A log is kept of who comes to the storefront resource center, with whom, and the reason for their visit. This log is a valuable record in evaluating the program.

When family day care mothers visit the resource center, they are happy to talk with each other and to talk with someone who is interested in them and in the children they are caring for. They are often alone with up to six children for ten to twelve hours a day. They need and want to interact with other adults, to find out what they do, what they feed the children, how they handle problems, how they manage their time and the demands of their own families as well as the children they care for, how they relate to parents — all sorts of questions are asked and common concerns shared.

Weekly Educational Programs

Workshops are held every Wednesday at the storefront. For the first few months handwritten invitations to the workshops were sent to people who had visited the resource center. They were encouraged to bring other care givers with them. As family day care

providers came to know the staff and program, the mailing list grew. The monthly calendar and announcements of the program were sent in penalty privilege envelopes.

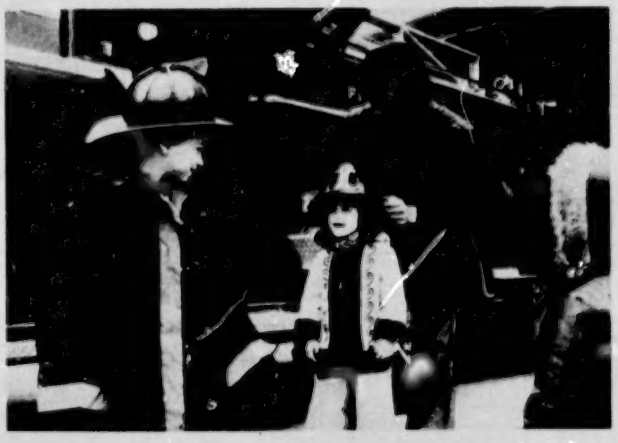
Workshops and Meetings

The weekly educational program is a two-hour training session that may be led by staff, a family day care parent, or community resource persons from various divisions in the health department, police and fire departments, American Red Cross, consumer agencies, day care center directors and early childhood education specialists, from Cornell and nearby colleges and universities.

Monthly calendars of activities are planned four times a year by the advisory committee to insure that the educational program meets the needs of family day care providers as they perceive them. The informal curriculum is planned to respond to concerns, issues and needs, and to increase knowledge and skills. Subjects cover a wide range of child development and human relations topics; those identified recently have shown a growing sophistication and professionalism. Most sessions are planned as separate entities, although topics are often expanded in later sessions. Much collateral learning takes place during the weekly educational sessions.

Experiential learning is preferred by family day care providers: workshops, discussions, short audiovisual presentations to spark interaction, teaching each other skills, role playing. Many of the weekly programs help to link care givers to the community human services network. Workshop leaders representing the broad spectrum of educational and service agencies teach in their area of expertise, learn about family day care and share information with the family day care parents about how the resources of their organization can serve family day care.

The focus is on the family day care provider as a learner who is involved in identifying, planning, and implementing the learning experience. The program director and staff are resource people who provide the environment for and facilitate learning. They may themselves teach, bring other teachers or resource people to the group, or facilitate sharing of the wealth of knowledge that exists among family day care providers themselves.



Trips

Organized trips are an important part of an informal educational program. Places to visit include the firehouse, library, farm, the local park, or a museum. Many free parks offer a variety of facilities: bicycle paths, swimming pools, creative playgrounds, demonstration gardens, children's theater and miniature train rides.

In addition to the learning experiences that these trips provide, everyone has a good time. A family day care parent who had been reluctant to attempt a trip on her own with six children gets a willing, helping hand from another care giver or a member of the program staff. Admission rates are reduced or free for school groups. In the friendly, relaxed environment that is characteristic of all program activities, friendships are formed, good feelings are fostered. And the care givers will often get together with each other and return to places visited or they will explore new places of interest and share their discoveries with each other and the staff.

In Nassau County the police bus is sometimes available free of charge; sometimes a school bus is rented. For local trips, family day care parents are helped to organize car pools. Longer trips are usually planned for school holidays or during the summer to

include the school-aged children. Sometimes family day care fathers or parents of children in family day care go along. When bus transportation is provided for a trip, day care parents call a week prior to the date of the trip and reserve space for themselves and their children. Reservations are made on a first-come, first-serve basis and on that day the phone usually begins to ring as we are unlocking the resource center door! Parents of day care children must sign permission slips, which the care giver brings to the center on the day of the trip.

Summer Programs

In the summer, school-aged children are in family day care full-time. Care givers often have six children in their homes. Limited size and lack of an adequate cooling system at the pilot program resource center make the use of outdoor facilities necessary. Resource people are invited to lead workshops at the parks. These include sessions on music, nature activities, and parent-made learning materials.

The pilot program has participated in the USDA Free Summer Lunch Program for three years. For eight weeks during the summer, 264 lunches are delivered daily to the resource center. Day care parents, on rotating schedules, help the program staff assemble and distribute the lunches to 40 care givers participating in the program. On the day of a picnic, lunches are distributed at the park rather than at the resource center. Care givers not participating in the lunch program pack their own lunches; snacks and beverages are planned for all the picnickers.

Loan Closet

It is difficult for family day care providers to afford the equipment necessary for a day care home. Strollers, high chairs, playpens and even cribs are essential in the care of infants and toddlers. The loan closet at the resource center helps meet some of these needs. Day care parents can borrow games, books and small toys that have been donated or purchased at garage sales and thrift shops. The items are loaned at no cost, the care giver is only asked to return them as soon as they are no longer needed.

When something is borrowed, a card is attached to the family day care provider's card in the program participant file. If an item is not returned after three months, staff calls the care giver to see if it is still in use. Often, equipment travels directly to another care provider without returning to the loan closet.

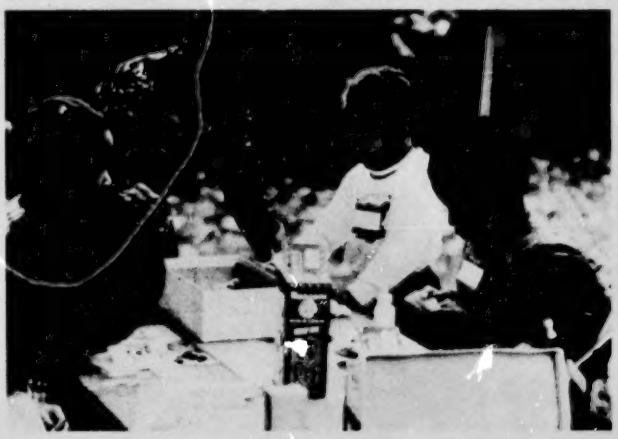
Caseworkers from the Department of Social Services frequently use the loan closet to assist newly certified family day care parents or those who are unable to travel to the resource center.

Outreach Efforts

Teen-Aide Program

The Teen-Aide Program is an effort to reach family day care givers who cannot attend weekly programs on a regular basis. Recruited from the local community, three teen-aides work as program staff members after school and during summers. They have a combined experience of training in child development and working directly with children in day care homes. Using resources available at the storefront, teen-aides plan activities for a variety of ages. Their home visits are scheduled at the family day care parents' request.

Although conceived of as a relief for day care mothers, the mothers want to participate. The teen-aide visits are a source of new ideas for day care mothers and are a reinforcement of the regular educational program. In addition to the obvious value



of this aspect of the program, the teen-aides provide a model for teens in the family day care homes and the community in working with young children.

The teen-aides report in writing and evaluate each experience as they attempt to improve the quality of their program and increase their knowledge of children. Their reports are discussed at their training sessions with the program staff. Because the function of program staff is defined as educational and support to family day care, rather than regulation or service, the staff visit homes only when invited by the family day care provider. Thus, they will not be confused with a caseworker.

Newsletter

Most of the regular program participants live within fifteen miles of the resource center, though care givers who live at a great distance visit the program occasionally. To reach these care givers and to provide a vehicle for communication among family day care providers and some parents, the staff prepares a monthly newsletter.

The newsletter is published monthly and is one way of keeping in touch with over 500 care givers in the county. Day care parents and parents are encouraged to contribute articles or ideas to the newsletter. Format includes a report, usually with pictures, on a special family day care event or program at the resource center, an article on some aspect of child development, a section on tested recipes to help in planning meals for family day care children or ideas for cooking with children and an idea for learning activities.

Department of Social Services Involvement in Certificate Course

In cooperation with the Nassau County Department of Social Services, a 16-hour certificate training course is offered. Planned by a committee of family day care mothers and staff from the Department of Social Services and the Cooperative Extension Family Day Care program staff, the course is modeled on the approach to educational programs developed at the resource center. The 8-week course is open to anyone caring for children in a home situation and is offered at two sites, including the resource center. One hundred twenty-five care givers have completed the course and received their certificates at special ceremonies.

Working with Parents

The resource center provides a referral service to parents who want a home setting for child care. Staff explain how the program works and our role in the referral. Information about needs in the care arrangement, details about the children needing care, and other essential information is noted on a referral form.

During the interview, staff assists the parent in determining his or her needs as well as those of the children. Families eligible for subsidized child care are referred to the Department of Social Services. An attempt is made to match the parent with at least two care givers who have requested referrals. The care givers are notified of the parent's interest and if they agree, the parent is given names and phone numbers. The fee is determined by the parent and the care provider based upon the number of hours care will be provided.

Program Advisory Committee

The program advisory committee is one way of insuring that the program meets the need of participants and promotes community support and understanding.

At first the pilot program's program adivsory committee was composed of seven interested family day care mothers, a parent using family day care and a community resident employed as an assistant to the director in the New York City Family Day Care Careers Program who had had experience working with advisory groups. The committee helped with program planning, interviewing, and selecting the program aide and choosing representatives to accompany the program specialist when there was an invitation to present the program to various groups.

A formal Board of Directors, with 20 members, is being formed to replace the original committee. Its members will represent a wider range of interests in the community and will include those presently on the advisory committee. A set of guidelines for operation of the board, membership and functions will be developed.

Staff Training

Regular inservice training for staff is prepared by the program director. Much of the staff training is planned around developmental activities and ways of relating to children. When working with children visiting the Resource Center with care givers, the staff models and thus teaches ways of coping with behaviors and activities that may be helpful as care givers plan for children of different ages. Other staff inservice instruction relates to community organization, the formal human and child care services networks and developing social service skills.

Student Involvement

The pilot program was designed to permit involvement of college students who want experience in the field.

Field experience is planned jointly by the student, faculty and pilot program director to meet the objectives of all participants. Day-to-day supervision and professional feedback are provided by the pilot program director. Students report progress against the objectives planned.

Two students worked in the exploratory phase before the pilot program was funded; three students have participated during the first three years. A student in Human Development and Family Studies was teamed with a teen-aide in the first teen-aide visits to family day care homes. A Communication Arts student helped design a leaflet explaining the program and assisted with the newsletter. A student in Community Service Education spent the summer and a fall semester studying the delivery of social services to family day care. She developed a comprehensive calendar of summer recreation programs offered in the county.

Attracting Program Participants

New program participants are attracted in several ways. Because the program is so visible in the community, many people find *us*. This is especially true of unlicensed care providers who are not in contact with any type of child care agency. Care givers tell each other about the program, often inviting to a workshop a friend who then becomes involved in the program.

When Department of Social Services caseworkers certify new homes in the community, they describe the pilot program and urge the care giver to visit the resource center. The Department also sends a list of newly certified homes to the program staff so that these care givers can be added to our mailing list. All receive the monthly newsletters, and those care givers in the communities directly served by the storefront receive a monthly calendar of events and weekly flyers as well.

Part II.
OUTCOMES AND ACCOMPLISHMENTS

Measurements of Community Use

In the first three years, well over 300 care givers have participated in programs at the resource center; over 4,000 visits by family day care providers, each accompanied by an average of three children, have been recorded.

There have been over 200 visits each month to the resource center by people other than family day care providers. These include parents wanting information or referral services, community service agencies and interested community residents. Visitors have come from other areas of New York State and from other states.

Improved Self Concept

The self concept of the family day care provider improves when the care giver and the community begin to understand and value the importance of the care giver's role. As feelings of self worth and worth of the role are realized, the quality of child care improves. There is concern not only with routine care, health and safety, but also concern for the child's total development, including the relationship with the child's family.

Quotations from care givers who have participated in the program give evidence of feelings of self worth:

Day Care Mother #1: "I think the program has given the day care mother a status of professionalism. It's not just as a baby-sitter that people refer to us. It has given us a place to meet and air some of our views and problems.... I felt isolated before I got involved with the storefront. Now I feel a part of the organization.... I feel that I'm a part of something better than just a baby-sitter, let's put it that way. It has given me a sense of significance."

Day Care Mother #2: "I feel that since becoming affiliated with the resource center, I have been more aware of the facilities available in the community for day care mothers. It has made me more aware of the concept of being a better day care mother. You're able to feel at ease. You know more people, and I feel that being associated with the group has made it possible to feel more at ease in doing my job and because I'm aware that there is a place to go in case I need more help."

Day Care Mother #3: "When someone asked me what I do I say, 'I'm employed by the Nassau County Department of Social Services. I'm now a certified day care mother.' ... There's a feeling you have when something becomes important for you."

Leadership Development

Family day care parents have been involved in decision-making throughout the development of the pilot program. Because of this involvement, leadership abilities have emerged as the program advisory committee grew from an informal group to a formal board with responsibilities and group support. People on the program advisory committee became leaders in organizing the county family day care providers association.

Other Opportunities for Family Day Care Parents

The Day Care Council of Nassau County has supported or initiated many efforts to reach family day care providers and draw them into the formal network of child care. Two serve on the council's board of directors. Through the council's efforts, family day care parents were included in a free three credit child development course offered to child care workers by a local university. Four family day care mothers completed the course with child care center staff.

Another university, SUNY at Farmingdale, provided eight weeks of advanced training in early childhood education to 40 family day care parents who had completed the eight-week certificate training course. This was a prerequisite to a 3-credit course in early childhood education in which over 50 family day care mothers are presently enrolled.

Future Directions

By the end of year five, the pilot program should be self-sustaining, built into the ongoing programs of County Cooperative Extension, Department of Social Services and the county's human service and child care network.

In year four, the program is on target: the Nassau County Family Day Care Association is organized and functioning; Nassau County Cooperative Extension Association has committed substantial staff time to family day care as has the Department of Social Services. Community agencies make regular input. Years four and five are being funded by the Carnegie Corporation of New York.

Formal Evaluation

A formal evaluation of the program was conducted by an independent evaluator early in 1975 in accordance with the multi-level approach of Claude Bennett, Extension Service-USDA.

To measure knowledge gain, a 15 item pre- and post-test was designed by the evaluator. It was tested with two groups of family day care mothers before being used with family day care mothers enrolled in the third certificate training course. Participants showed a statistically significant improvement in tneir scores at the .05 level.

In-depth interviews were made with a representative sample of family day care givers who participated in the pilot program and to a control group of family day care givers. There was a significant difference on two dimensions in response between the program and the control groups.

The questionnaires developed in the pilot program are available for further testing, refinement and use by replicators. The comprehensive report, *Family Day Care: A Cooperative Extension Pilot Program*, contains the complete evaluation and instruments used.

The in-depth interviews revealed the following:

Family day care provides care in a family environment usually in intact families. The average care giver in the sample who had participated in the pilot program was in her thirties, had graduated from high school and had 2.7 children of her own. She had been in family day care for 4.8 years and had been a resident of Nassau County for 41 percent of her life. She had an average of two or three day care children in her home. The occupation of the major wage earner was on the level of skilled manual employees. The average care giver in the control group in a nearby county was older and somewhat less well educated than the program participants. She had a low income based on the occupation of the main wage earner in the household. Family day care providers in both the program and the control groups indicated a high degree of job satisfaction.

Some of the observable results are that family day care mothers, when involved in developing their own program and when offered particular resources, respond positively. They come to educational meetings and social events. They learn. They get to know other day care mothers, and become less isolated. They become more aware of how common the occupation is in the county. They perceive their jobs as more than just "baby-sitting."

Part III
RESOURCES FOR DEVELOPING SIMILAR PROGRAMS

This section of the report is intended to assist people interested in replicating the pilot program in whole or in part. For further information a comprehensive report has been prepared and is available from:

Barbara A. Pine
Cooperative Extension Specialist: Family Day Care
300 Hempstead Turnpike
West Hempstead, New York 11552

Copies have been placed by Extension Service USDA in libraries in the Land-Grant College system, in offices of Cooperative Extension Directors, State Leaders and Family Life Specialists.

An 80 slide, script, cassette program with a discussion guide tells the program story. It may be purchased for thirty-two dollars ($32) or rented by states east of the Mississippi at five dollars ($5) for two days. Please specify if request is for rent or sale. Order from:

Learning With Love: Family Day Care
Visual Communication Office
412 Roberts Hall
Cornell University
Ithaca, New York 14853

Requests for further information, for program presentations or on-site training may be made to Barbara A. Pine.

The resources contained in this section include:

1. An Approach to Assessing Community Needs and Resources
2. Family Day Care Pilot Program Components
3. A Worksheet to Assist in an Inventory of Resources and Alternatives
4. Content of the Weekly Educational Program and Resource Person Over Three Years
5. Certificate Course Outline and List of Class Materials Distributed
6. Some Helpful Reference Materials Used in the Pilot Program
7. Children's Books Loaned to Care Givers

1. Assessing Your Community Needs and Resources

The following list of questions is designed to assist people developing similar programs in determining the situation in the community and the need for child care services. Sources of this information may be U. S. Census data, labor and employment service data, annual school district census, State and County Department of Social Services (or welfare), State and County Departments of Education and Health, representatives to the State Legislature, child caring organizations and agencies, community leaders.

1. What is your community like?
   - rural - urban - suburban
   - size
   - population - density and distribution
   - transportation
   - dwelling types
2. What is the need for child care services?
   - number of working parents
   - number of preschool children
   - number of school-age children
   - areas of residence
   - hours of work
   - location and hours of schools
   - main employers
     - one
     - several
     - many
3. Is there an organized child care agency such as a Day Care Council or 4-C group in your community?
4. Are there federal, state or local regulations governing the provision of child care?
   - for group care
   - for family day care
   - for group family day care homes
5. Is there publicly subsidized child care in your community?
   - administered by whom
   - who is eligible
6. What child care options are available to working parents in your community?
   - private non-profit day care centers
   - private profit day care centers
   - Head Start
   - licensed certified or registered family day care homes
   - unlicensed or private family day care homes
   - group family day care homes
   - private nursery schools
   - after-school group programs
   - pre-kindergarten

7. Is every parent who wants or needs quality child care able to obtain it?
8. Is there an information and referral system for parents seeking child care?
9. What are the service agencies and community resources available?
   educational agencies
   universities and colleges
   medical resources
   recreational facilities
10. How widespread and strong is community interest in child care?
    In developing support for family day care?
    What can you do—if you care about children?

2. Family Day Care Pilot Program Components

Operating out of a highly visible storefront resource center, this successful multi-faceted program has been developed with family day care providers. The program has been aided by the Department of Social Services staff, the Day Care Council of Nassau County, and other community services agencies. Elements of the program are:

- maintenance of a community based resource center for family day care providers
- providing a meeting place for family day care parents to share ideas and experiences daily
- cooperating with the Nassau County Department of Social Services to offer a 16-hour Certificate Training Course to family day care parents
- conducting an informal educational program planned with family day care parents—including meetings, workshops and trips to community resources
- offering planned activities for children while care providers attend training
- cooperating with the Day Care Council of Nassau County to encourage support of family day care
- providing training in child development to teen aides who work with children in family day care homes
- publishing a monthly newsletter to provide communication between family day care providers and parents which is mailed to over 400 people in Nassau County
- assisting parents in exploring child care options
- serving as a "matchmaker" between parents seeking family day care and family day care providers
- working with many community agencies to encourage support of family day care
- helping family day care providers gain access to the existing community human services network.

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	employ retrain purchase	volunteers in-kind	Estimated Costs - Annual
Staff							
Professional	100% time - Cooperative Ext. Specialist	$13,991	• agency staff				
Paraprofessional	77% time - Supervising Program Aide	5,573	• graduate students in field placement				
Paraprofessional	77% time - Program Aide	5,270					
3 Teen-Aides	2 teen aged persons paid $2.00/hr. 12 hours per week for 40 weeks 30 hours per week for 8 weeks	3,880	• trained volunteer child care providers				
			• family day care providers				
	1 teen aged person paid by Neighborhood Youth Corps - $2.00/hr. 10 hours per week - 40 weeks 25 hours per week - 8 weeks	-0-	• child care center staff				
			• youth volunteers from community				
	Balance of hours paid from prog. funds	240	• teen aged persons in youth development 4-H or other programs				
Secretary	60% time - on NCCE staff payroll (paid under program contract with Nassau County Coop. Ext.)	3,655	• youth agency funds state and local				
Senior Citizen Aide	50% time - paid by Senior Service Project - $2.00/hr.	-0-					
Storefront Resource Center	(All expenses paid under contract with Nassau County Cooperative Extension.)						
Rent	$190 monthly	$ 2,280	• locate rent-free space in a: day care center, church, library, school, business, other				
Utilities	electricity and fuel oil - $40 average monthly	480					
Telephone	$30 average monthly	360					
Maintenance	floor waxing & window washing - $36/mo.	432					
Insurance	rider of NCCE insurance policy	60					

3. Inventory (cont'd.)

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost – Pilot Program (1972–75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ retrain purchase	Options for Replicators: volunteers in-kind	Estimated Costs – Annual
Storefront Resource Center (cont'd.)	(purchase price divided by 3 years)		• rent or borrow audio-visual equipment from: school library business • purchase used equipment and furnishings at: yard sales thrift stores • check government surplus lists • locate space in an existing community or child care center and borrow materials • cooperate with another agency and share expenses or buy in bulk cooperatively • stencil or mimeograph training materials • use only found materials for activities • use free publicity sources; community calendars, bulletin boards, posters • form a telephone chain of family day care providers				
Equipment	furnishings and equipment for 3 rooms: meeting room, playroom, office						
audio-visual	instamatic camera - $50	$ 17					
	16 mm projector - used - $150	50					
	carousel slide projector - $75	25					
	screen - $35	12					
	cassette tape recorder - $45	15					
furnishings	table - borrowed from NCCE	-0-					
	10 stack chairs - $100/set	33					
	vinyl couch - $150	50					
	desk - $100	33					
	2 file cabinets - $35 each	23					
	bookcase - $65	22					
	storage cabinet - $99	33					
	storage - wall unit built - $125	42					
	child's full-length mirror - $39	13					
	children's storage unit - $179	60					
supplies and materials	(purchase and use included under contract with Nassau County Coop. Ext.)						
	supplies for operation of storefront: lightbulbs, paper, scissors, stapler, rulers, cleaning materials, etc.						
	refreshments - coffee, juice, cookies						
	teaching and demonstration materials for training						
	materials for teen home visits						
	publicity expenses: paper, envelopes, stencils, postage, photographs	$2,881					

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	Options for Replicators: employ, retrain, purchase	Options for Replicators: volunteers in-kind	Estimated Costs - Annual
Storefront Resource Center (cont'd.)			• solicit donations of toys & materials from manufacturers, retail stores				
Equipment (cont'd.)							
miscellaneous	air conditioner - $429 fan - $17 coffee pot - $12 hot plate - $9 refrigerator - $129 outdoor identification sign - $200	$143 6 4 3 43 67	• solicit donations of used toys, games & equipment and plan "fix-it" workshop • ask local library for extended loan privilege				
playroom materials	includes books, games, puzzles, dolls, toys (most materials were donated)	100	• investigate local resources for free films & references: libraries, day care council, early childhood council, colleges				
Reference Library	includes books and pamphlets used by staff and loaned to family day care providers and parents; also includes a training film and several sets of filmstrips (for full listing see appendix 12)	800	• seek support of local organizations: League of Women Voters, Junior League, Lions Club, Rotary, Chamber of Commerce, National Organization for Women				
Loan Closet	consists of books, toys, games and equipment such as: playpens, cribs, high chairs, walkers, car seats						
	Most items were donated - used	-0-	• seek donations of references from publishing firms				
	The following items were purchased used from thrift shop: 12 playpens @ $5 each 3 high chairs @ $3 each 8 strollers @ $4 each	$ 34	• plan workshops for parent-made materials • plan "cardboard carpentry" workshops to make equipment (see equipment)				

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	employ retrain purchase	volunteers in-kind	Estimated Costs - Annual
Newsletter	4 sheet (7 pages and cover page) reproduced by photo-offset 600 copies printed monthly at an average cost of $35/month	$420	• duplicate with stencil • hand deliver • use penalty privilege or bulk rate mail rates where available				
	penalty privilege mailing	-0-					
	pictures - $10/month	120	• include paid advertisements or classified section				
Weekly Meetings			• charge nominal fee to cover costs				
Training Sessions & Workshops			• find existing newsletter reaching parents & add family day care page				
consultants	paid - $50 each or Extension faculty volunteer	$700	• seek financial support from: child care council colleges local businesses community agencies				
supplies	(see supplies)						
publicity materials (see supplies child care)	provided by paraprofessional staff						
transportation	provided by program staff & participants		• use the many community resource persons available at no cost				
Trips to Community Resources							
transportation	free police bus hired bus @ $60 per trip	-0- $240	• hold training sessions at a day care center and include children in classroom activities				
admission	paid by participants - usually free or reduced group rate	-0-	• assist participants to form carpools				
			• use public transportation; request group rates				
			• use school buses				
			• plan walking tours to nearby places of interest				
			• ask local schools and day care centers for information about trips they take				

Description and Average Costs (Annual) for Pilot Program Components with Planning Aids for Replicating Agencies

Worksheet for Replicators

Pilot Program Component	Description	Avr. Annual Cost - Pilot Program (1972-75 average)	Ideas for Use of Alternate Resources	Options for Replicators: on staff or on hand	employ retrain purchase	volunteers in-kind	Estimated Costs - Annual
Certificate Training Course	8-week course offered cooperatively with the Department of Social Services		(See supplies & materials)				
	total 105 participants in 8 courses						
leaders	DSS and pilot program staff	-0-					
consultants	free community resource persons/ extension faculty	-0-					
child care	provided by staff of DSS and pilot program	-0-					
materials	estimated $5.00 per person - $525 total	$ 175					
certificates	500 printed for $40 or $.08 each	13					
graduation ceremony	pins - free from DSS						
refreshments & paper products	$25 each group; 4 groups = $100	33					
Office	space and equipment located at Coop. Ext. headquarters - financial reimbursement for use included under contract with Nassau County	$1,000					
furnishings	desk chair bookcase file cabinets						
equipment	telephone typewriter addressograph duplicator electric stencil	470					
supplies	paper envelopes stencils miscellaneous office supplies (see supplies for financial information)						
Travel	includes only local travel associated with on-site program	$1,392					
	professional - fleet car @ $96/month paraprofessionals - mileage - 11¢/mile						

4. Cooperative Extension Family Day Care Program - Topics for Weekly Meetings

All programs are based upon expressed concerns of family day care providers.

TOPIC	*LEADER*
Child Development - Health and Safety, Physical	
Sickle Cell Anemia Program & Mini-Clinic for screening	Sickle Cell Project
Children's Illnesses *	Public Health Nurse & Pediatric Nurse Practitioner
Children's Eyesight - discussion and film screening clinic *	Family Day Care Program Staff
What to do in an Emergency - Certificate Courses	Family Day Care Program Staff, Fire Marshall, Red Cross
Teach Your Children How to Deal with Strangers and Potential Harm	Police Department
Lead Poisoning Educational Program	Health Department
Lead Poisoning Screening - blood test clinic at the storefront	Health Department
Outdoor Play and Ideas for Activities	Family Day Care Program Staff
Child Development - General	
Infant and Toddlers	Cornell Faculty
Child Care and Child Abuse *	Pediatrician and Protective Services Caseworkers
How Children Grow and Develop *	Department of Social Services Staff Development and Cooperative Extension Staff
Guiding Children's Behavior *	Cornell Faculty and Cooperative Extension Staff, FDC Program Staff
Sex Education and Young Children *	Cooperative Extension Staff
Music and Children - held at Roosevelt Park *	Early Childhood Consultant
Growth & Development of the Child from 6 - 11 Years	Cooperative Extension Staff and Family Day Care Program Staff
Enriching Experiences for School-Aged Children in Your Day Care Home	Cooperative Extension Staff and Family Day Care Program Staff
Activities Workshops	
Ideas for Backyard Activities	Family Day Care Program Staff
Learn to Crochet	Family Day Care Parent
Make Your Own Story Books	Family Day Care Parent
Christmas Crafts Children Can Make *	Family Day Care Program Staff
Holiday Gifts Children Can Make *	Family Day Care Program Staff
Activities That Foster Growth and Development *	Family Day Care Program Staff
Painting (various methods)	Family Day Care Program Staff
Activity Ideas for Older Children	Family Day Care Program Staff
Nature Workshop - held at Roosevelt Park	4-H Staff
Cardboard Carpentry *	Family Day Care Program Staff
Parent-made Materials From Scrap - held at Roosevelt Park	Early Childhood Consultant
Taking an Autumn Nature Walk	Family Day Care Program Staff
Weaving With Children of All Ages	Family Day Care Program Staff

Parent-made Materials to Foster Perceptual Development	Early Childhood Consultant
Soft Toys to Make With Children - at Consumer Home Economics Center	Consumer Home Economics Center Staff
Food and Nutrition	
"Jenny is a Good Thing" and creative food experiments with children	Cooperative Extension Staff and Family Day Care Program Staff
"Feeding Little Folks" - meal planning and preparation of snacks *	Cooperative Extension Staff and EFNEP
"Getting the Most From Your Food Dollar"	Cooperative Extension Staff
"Cooking With Kids"	Cooperative Extension Staff and Family Day Care Program Staff
"How Much Food Do Young Children Need"	Cooperative Extension Staff
Plant Your Own Mini and Maxi Gardens	EFNEP Staff
Community Resources - Parks Mobile Units	
Puppet Show *	
Mini Mobile *	
Sportsmobile *	
Craftmobile *	
Craftmobile *	
Skatemobile *	
Visits to Community Resources	
Freeport Library - Stories and activities for children - workshop for parents *	
Picnic - Roosevelt Park *	
Bronx Zoo *	
Picnic - Eisenhower Park *	
Lollipop (animal) Farm	
Walking Trips Around Town	
Pumpkin Farm *	
Visit to Christmas Display (animated) at Nursery	
American Museum of Natural History *	
Easter Egg Hunt at Roosevelt Park	
New York Aquarium and Coney Island	
Adventurer's Inn - Amusement Park *	
Marine Wetlands	
Long Island Game Farm *	
Picnic - Randall Park	
Beach Combing at Lido Beach	4-H Staff
Family Day Care Morning at Roosevelt Library	
Finding and Using Community Resources	Cornell Student and Cooperative Extension Staff
Flushing Hall of Science	
Consumer Home Economics Center	
Hempstead Harbor Park	
About Family Day Care	
Business Concerns - Income Tax Deductions	Family Day Care Program Staff
Planning the Day Care Day	Family Day Care Program Staff

Department of Social Services Case Worker Answering Questions Regarding Certification	Department of Social Services Caseworker
Informal Discussion About Family Day Care	Family Day Care Program Staff
Involving the Entire Family in Family Day Care	Family Day Care Parent
What is Family Day Care? *	Department of Social Services Family Day Care Unit - Supervisor
Welcome New Family Day Care Mothers in the Community Coffee Hour *	
Discussion of Proposed Changes in Family Day Care Regulations - Preparation for Hearing	Family Day Care Program Staff
Parenting - a Family Day Care Father's View	Family Day Care Program Staff
	Family Day Care Fathers
Child Development - Social and Emotional	
"Parents Have Feelings Too"	Early Childhood Consultant
Sex Discrimination *	Cooperative Extension Staff and Family Day Care Program Staff
Handling Children's Fears About Separation	Family Day Care Program Staff
School-Aged Children - The Importance of Friends	Family Day Care Program Staff
Miscellaneous	
Informal coffee hours - welcome *	
Pool Party and Picnic at Family Day Care Parent's Home *	
Planning program *	
Planning meeting for Christmas Party	
Children's Christmas Party - Annual	
Swap and Shop of Children's Toys and Clothing	
Planning meeting for State Family Day Care Conference	
Extension Showcase	
Know Your Consumer Rights	Department of Consumer Affairs
Bridging the Communication Gap Between Home and School	
Child Development - Cognitive	
Choosing Books and Storytelling with Children *	Cooperative Extension Staff, Librarian, and Family Day Care Program Staff
Helping Children Develop Perceptual Skills	Early Childhood Consultant

* Multiple

5. Certificate Training Course

The 16 hour certificate course was designed cooperatively by family day care providers, Cooperative Extension Program Staff and Staff Development Personnel in the Department of Social Services. The course has been presented to 9 groups of family day care parents; the focus varies to meet the needs of each specific group of participants within the common elements. Leaders for individual sessions have been Department of Social Services staff, Family Day Care Program staff, Cooperative Extension staff, Cornell University faculty or resource persons from the community. Each participant is given a resource folder in which to keep class notes and teaching materials distributed. People who complete the course are awarded a certificate signed by the Director of Cooperative Extension and the Commissioner of Social Services for Nassau County. Representatives of the cooperating sponsors participate in the graduation ceremony and present the certificates.

An outline of the training course with a list of related program materials follows. It is only an outline but we hope it offers some ideas for lesson planning.

8-week Certificate Training Course for Family Day Care Parents Outline

Session I
Family Day Care - Overview and Orientation to Course
- What is Family Day Care?
- Licensed vs Unlicensed Family Day Care
- Roles of - Family Day Care Provider
  - Parent - Consumer
  - Supervising Agency
- Training - its relevance to family day care providers

Leaders: Family Day Care Program Staff or
Department of Social Services Staff

Session II
The Department of Social Services and Family Day Care
- Rules and Regulations
- Certification of a Family Day Care Home
- Organization of the Department of Social Services
- How the Department of Social Services Serves the Community
  - Protective Services
  - Homemakers Services
  - Family Assistance
  - Child Care
- Roles of the Department of Social Services in Family Day Care

Leader: Department of Social Services,
Unit Supervisor, Family Day Care

Session III
What to do in an Emergency?
- Safety in the Home
- Fire Prevention
- Prevention of Accidents
- Teaching Safety to Children
- Toy Safety
- Emergency First Aid for: Burns,
  Bleeding
  Asphyxiation
  Poisoning

Leaders: Red Cross Safety Instructor
Fire Commissioner
Cooperative Extension Family Day Care Program Staff

Session IV
How Children Develop
- Development From Birth to 5
  - Environmental Effects
  - Physical, Social, Emotional, Cognitive
  - Sequential Process
  - Individual Differences

Leaders: Department of Social Services Staff
Cooperative Extension Staff
Family Day Care Program Staff

Session V
Activities Which Foster Children's Growth and Development
- Discussion on development
  - Physical
  - Social
  - Emotional
  - Cognitive
- Discussion about how children learn
  - By modelling
  - Through their 5 senses
- Workshop - participants are involved in a variety of creative experiences using material found in most homes

Leader: Family Day Care Program Staff

Session VI
Guiding Children's Behavior
- Definition of Discipline
- Definition of Punishment
- Discipline Techniques
- Group Problem Solving

Leaders: Cornell University Faculty
Cooperative Extension Staff
Family Day Care Program Staff

Session VII
Sex Education and the Young Child
- Definition of Sex Education
- Using Age-Appropriate Terms
- Handling Sex Education with Family Day Care Children
- Using Books as an Aid to Sex Education
- Sex Roles and Sex Role Stereotyping

Leader: Cooperative Extension Staff

Session VIII
Activities That Foster Children's Growth and Development
- Provision of time for family day care parents to relate their experiences with activities they have planned with their children during the past 4 weeks
- Food and learning experiences
- Participation workshop
- Educational trips in the community
  - planning trips
  - related activities

Leader: Family Day Care Program Staff

All of the above sessions are group discussions centered around the participants as learner and teacher, etc.

Alphabetical List of Training Materials Distributed to Family Day Care Certificate Training Course Participants

"A Safer World For Babies and Toddlers", Johnson & Johnson, New Brunswick, New Jersey 08903, free.

"Annotated Bibliography of Non-Sexist Picture Books for Children", Reprinted from: Women's Action Alliance, Inc., 1973.

"Child Development in the Home", U. S. Department of Health, Education and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 45¢.

"Children Can Learn So Many Things From Food", class materials prepared by Family Day Care Program Staff.

"Children's Art", Brittain, W. Lambert, An Extension Publication of the New York State College of Human Ecology, Cornell University. Order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York 14853. Single copies are free to New York State residents; additional copies 20¢ each.

"Dear Mom and Dad: Lead Poisoning is a Very Serious Sickness", National Paint and Coatings Association, Inc., 1500 Rhode Island Avenue, N.W., Washington, D. C. 20005, free.

"Discipline", class materials prepared by Judith Elkin, Cooperative Extension Association of Nassau County, (Adapted from *Child Guidance Techniques*, a Pacific Northwest Extension Publication.)

"Early Years - Ages and Stages", class materials prepared by the staff of the Nassau County Department of Social Services Staff Development and Cooperative Extension Family Day Care Program.

Emergency Telephone Sticker - printed for program participants.

"Exceptional Person and the Family", a bibliography compiled by Age Level Services, Nassau Library System.

"Facts About the Mental Health of Children", National Institute of Mental Health, Department of Health, Education and Welfare, Publication No. (HSM) 73-9130 from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 10¢ or 100 for $6.75.

"Family Day Care", day care booklet number 9, U. S. Department of Health, Education and Welfare, Office of Child Development, Department of Health, Education and Welfare, Publication No. 73-1054, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, $1.90.

"Family Day Care Homes: Rules and Regulations of the New York State Department of Social Services and Guidelines Providing Interpretation of These Rules and Regulations", New York State Department of Social Services, 1450 Western Avenue, Albany, New York 12203.

"First Aid For the Family", a reference card, Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York 10010, free.

"Health Briefs: Immunization Pointers for Parents", New York State Department of Health.

"Home Safety Checklist", class materials prepared by Family Day Care Program Staff.

"How Your Child Learns About Sex", Carroll, Nancy, Young Mother's Consultant, Ross Laboratories, Columbus, Ohio 43216, 20¢.

"Human Sexuality: Books for Everyone", SIECUS, Sex Information and Education Council of the U. S., 1866 Broadway, New York, New York 10023, Single Copy free; 2-49 copies at 10¢; 50 or more copies at 5¢.

"I Won't! I Won't!" Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York, 10010, free.

"Isn't It Wonderful How Babies Learn!", Blossom, Marilyn, Cooperative Extension Service, University of Missouri, Columbia, Missouri 65201.

"Nassau County Department of Health", Nassau County Department of Health, 240 Old Country Road, Mineola, New York 11501.

"Organization Chart of the Nassau County Department of Social Services", prepared by the staff of the Children's Bureau, Nassau County Department of Social Services.

"Panic or Plan", Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York 10010, free.

"Play as Learning", Baldwin, Clara P. and Bayer, Helen T. M., An Extension Publication of the New York State College of Human Ecology, Cornell University, order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York 14853, 25¢.

"Principles for Child Guidance", Waring, Ethel B., An Extension Publication of the New York State College of Human Ecology, Cornell University, order from Mailing Room, Building 7, Research Park, Cornell University, Ithaca, New York 14853, single copies free to residents of New York State; additional copies 25¢ each.

"Recipes for Fun", Cole, Ann, *et. al.*, PAR Project, 464 Central, Northfield, Illinois 60093, $2.00 per copy, 1-9 copies; $1.25 per copy, 10-24 copies; $1.00 per copy, 25-199 copies; $.75 per copy, 200 or more copies; $1.20 per copy for resale.

"Resource Books in Sex Education", a bibliography prepared by Judith Elkin, Cooperative Extension Association of Nassau County.

"Ten Heavy Facts About Sex", Gordon, Sol, The Family Planning and Population Information Center, The Institute for Family Research and Education, College of Human Development, Syracuse University, 760 Ostrom Avenue, Syracuse, New York 13210, single copy 30¢.

"Your Child From 1 - 6", U. S. Department of Health, Education and Welfare, Department of Health, Education and Welfare, Publication No. (OCD) 73-26, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 75¢.

"Your Child From 6 - 12", U. S Department of Health, Education and Welfare, Department of Health, Education and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 55¢.

"Your Child's Safety", Metropolitan Life Insurance Company, Health and Welfare Division, One Madison Avenue, New York, New York 10010, free.

"Your Child's Teeth", American Dental Association, 211 East Chicago Avenue, Chicago, Illinois 60611.

"What Can We Do Today, Mommy?", Educational Research Council of America, Psychology Department, Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 41113, 90¢.

6. Some Helpful Reference Materials

Books - Pamphlets - Visual Material - Children's Books

Uses in pilot program:
Staff development
General reference
Family day care training materials
Loan to family day care providers

Day Care General

Alternatives in Quality Child Care:
A guide for Thinking and Planning
Day Care and Child Development Council

Day Care: Resources for Decisions
Edith H. Grotberg

Guide to the Assessment of Day Care Services and Needs at the Community Level
Richard B. Zamoff

School Age Child Care
Gertrude L. Hoffman

Windows on Day Care: A Report on the Findings of Members of the National Council of Jewish Women on Day Care Needs and Services in Their Communities
Mary Dublin Keyserling

General Child Development

Baby and Child Care
Benjamin Spock

Between Parent and Child
Hain G. Ginott

Between Parent and Teenager
Hain G. Ginott

Child Sense
William E. Homan

Childhood and Adolescence
Joseph Stone and Joseph Church

The Conspiracy Against Childhood
Eda LeShan

The Magic Years
Selma H. Fraiberg

A New Baby! A New Life!
Erma Brenner
Parent Effectiveness Training
Thomas Gordon
What Makes Me Feel This Way
Eda LeShan

Sex Education

Bodies
Barbara Brenner
Facts About Sex for Today's Youth
Sol Gordon
Girls and Sex
Wardell B. Pomeroy
How Babies are Made
Andrew C. Andry and Steven Schepp
Sex: Telling It Straight
Eric W. Johnson
Sexism in Education
The Emma Willard Task Force of Education
Your Child and Sex: A Guide for Parents
Wardell B. Pomeroy

Activities for Workshops

Creative Food Experiences for Children
Mary T. Goodwin
The Good for Me Cookbook
Karen B. Croft
I Saw a Purple Cow and 100 Other Recipes for Learning
Cole, Haas, Bushnell and Weinberger PAR Project
Making Things - The Handbook of Creative Discovery
Ann Wiseman
Montessori on a Limited Budget
Elvira Farrow and Carol Hill
More Recipes for Fun
Cole, Haas, Bushnell and Weinberger PAR Project
Recipes for Busy Little Hands
Doreen Croft
Recipes for Fun in English and Spanish
Cole, Haas, Bushnell and Weinberger PAR Project
Recipes for Holiday Fun
Cole, Haas, Bushnell and Weinberger PAR Project
The Scrap Book: A Collection of Activities for Preschoolers
Friends of Perry Nursery School
Suzy Prudden's Creative Fitness for Baby and Child
Suzy Prudden and Jeffery Sussman
What to do When There's Nothing to do
Elizabeth M. Gregg and Boston Children's Medical Center Staff

Training

Day Care Aides: A Guide for In-Service Training
National Federation of Settlements and Neighborhood Centers
Helps for Day Care Workers: A Lap to Sit on and Much More
Association for Childhood Education International
Working with Young Children
Jennifer Birckmayer

Health and Safety

First Aid (Fourth Edition)
The American National Red Cross

Early Childhood

Education of Children Aged One to Three: A Curriculum Manual
Catholic University of America
Play - The Child Strives Toward Self Realization
National Association of the Education of Young Children
Starting Out Right: Choosing Books About Black People for Young Children
Bettye I. Latimer
What is Music for Young Children
Elizabeth Jones

Family Day Care

Family Day Care: Some Observations
Minta M. Saunders and Mary Elizabeth Keister
A Family Day Care Study
Day Care and Child Development Council of America, Inc.
A Guide for Day Care Mothers
Carol N. Doty
A Guide to Family Day Care
County of Westchester, Department of Social Services
I'm Not Just a Babysitter: A Descriptive Report of the Community Family Day Care Project
June S. Sale
I'm Not Just a Sitter
Community Family Day Care Project, Pacific Oaks College
Open the Door, See the People
Community Family Day Care Project, Pacific Oaks College

See list of pamphlets provided to participants in Family Day Care Parents Certificate Training Course

Some Visual Materials We Have Used

What is Family Day Care? (film), Film Library, Roberts Hall, Cornell University, Ithaca, NY 14853.

Toys and Activities for the Pre-School Child, (filmstrip), J. C. Penney Co.

Helping Parents in Decision Making in Day Care, (set of filmstrips), Pacific Oaks College, Pasadena, CA.

Working With Children in Day Care, (set of filmstrips), Day Care and Child Development Council of America, 1012 Fourteenth Street, N.W., Washington, D. C. 20005.

Exploring Childhood, (entire curriculum), Education Development Center, Social Studies Program, 15 Mifflin Place, Cambridge, MA 02138.

Joyful Noises (film), Jennifer Birckmayer, Cornell University Film Library, Roberts Hall.

Come Out and Play (slides/script/cassette/workbook), Jennifer Birckmayer, Cornell University Film Library; Roberts Hall.

Other Sources of Visuals Are:

Head Start Films
Public Libraries
College and University Libraries
Various Community Educational Resources

7. Children's Books

The following are children's books loaned to day care parents and parents to reinforce training session themes. Some were purchased as they are not always available at local libraries.

A Baby Sitter for Frances	Russel Hoban
All Alone with Daddy	Joan Fassler
Bedtime for Frances	Russel Hoban
Bread and Jam for Frances	Russel Hoban
Busy People	Joe Kaufman
Charlotte's Web	E. B. White
Coleen - The Question Girl	Arlie Russell Hochschild
Crow Boy	Taro Yashima
Don't Worry, Dear Grandpa	Joan Fassler Barbara Borack
I Have Feelings	Terry Berger
I'll Fix Anthony	Judith Viorst
Just Think	Miles and Blos
Let's Be Enemies	Janice May Udry
Lisa and Her Soundless World	Edna S. Levine
Mothers Can Do Anything	Joe Lasker
My Mama Says There Aren't Any	Judith Viorst
One Little Girl	Joan Fassler
One Morning in Maine	Robert McCloskey
Over, Under and Through	Tana Hoban
Phoebe's Revolt	Natalie Babbitt
Push-Pull-Empty-Full	Tana Hoban
Snow	McKie and Eastman
Stuart Little	E. B. White
Sunflowers for Tina	Anne Norris Baldwin
Tell Me a Mitzi	Lore Segal
The Boy With A Problem	Joan Fassler
The Dragon and the Doctor	Barbara Danish
The Indoor and Outdoor Grow-It Book	Sam Sinclair Baker
The Man in the House	Joan Fassler
The Little Duster	Bill Charmatz
The Sneaky Machine	Marguerita Rudolph
The Tenth Good Thing	Judith Viorst
Things I Hate	Wittels and Greisman
Umbrella	Tara Yashima
We Are Having a Baby	Viki Holland
What Can She Be? An Architect	Gloria and Esther Goldreich
What Can She Be? A Lawyer	Gloria and Esther Goldreich
What Can She Be? A Newscaster	Gloria and Esther Goldreich
What Can She Be? A Veterinarian	Gloria and Esther Goldriech
William's Doll	Charlotte Zolotow

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Bronfenbrenner, Urie. *Who Cares for America's Children.* Testimony before a Joint House - Senate Hearing on the Child and Family Service Act of 1975 held in Washington, D. C., Dirksen Senate Office Building, June 19, 1975.

Burton, White. *Today's Child.* Harvard Laboratory for Human Development. January, 1975.

Collins, Alice H. and Watson, Eunice L. *The Day Care Neighbor Service: Handbook for the Organization and Operation of a New Approach to Family Day Care.* Field Study of the Neighborhood Family Day Care System, 2856 Northwest Savier, Portland, Oregon 97210. 1969.

Crowe, Natalie. Pine, Barbara. and Stein, Irene. *Family Day Care, A Cooperative Extension Pilot Program.* Third Annual Report, June 1975. Available at Land Grant College and University Libraries.

DARCEE Family Day Care Research. Demonstration and Research Center for Early Education. John F. Kennedy Center for Research on Education and Human Development, George Peabody College for Teachers, Nashville, TN 37203. Mimeo papers and handbook, December 1971.

Feldman, Harold and Margaret. *A Study of the Effects on the Family Due to the Employment of the Welfare Mother.* For the Manpower Administration Office of Research and Development, U. S. Department of Labor, 1972. Report available from National Technical Information Service, Springfield, VA 22151.

I'm a New Woman Now. Family Day Care Career Program, New York, N.Y. U. S. Department of Health, Education and Welfare, OE 20184, Office of Education, Washington, D. C. 20202. N.d.

Learning With Love: Family Day Care. An 80 slide/script/cassette/discussion guide describing the pilot program. Available from Visual Communications Office, Roberts Hall, Cornell University, Ithaca, New York 14853. ($32.00).

Low, Seth and Spindler, Pearl. *Child Care Arrangements of Working Mothers in the U. S.* U. S. Children's Bureau Publication #46-1968, Superintendent of Documents, U. S. Government Printing Office, 1968.

New York State Department of Social Services. *Family Day Care Home Rules and Regulations of the New York State Department of Social Services, Guidelines Providing Interpretation of These Rules and Regulations.* 1971.

Pamphlet describing program and a visit to the program. The Women's Educational and Industrial Union, 264 Boylston Street, Boston, MA 02116, 1971.

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Sale, June and Torres, Yolanda. *I'm Not Just a Babysitter.* Reprinted by Day Care and Child Development Council of America, Inc., 1012 - 14th St., N.W., Washington, D. C. 20005. 1971.

Saunders, Minta and Keister, Mary Elizabeth. *Family Day Care: Some Observations.* ERIC Report ED072 856. Washington, D. C. U.S. Department of Health, Education and Welfare, Office of Education, 1972.

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U. S. Department of Labor. Bureau of Labor Statistics, *Children of Working Mothers.* March, 1975. Summary special labor force report.

What Day Care Mothers Want To Know - Guidelines For a Pre-Service Or In-Service Educational Program For Family Day Care Mothers. Educational Day Care Consultant Program, R534 School of Education Building, University of Michigan, Ann Arbor, MI 48104. A mimeo report. 1972.

Willis, Anne and Ricciuti, Henry. *A Good Beginning For Babies, Guidelines for Group Care.* National Association for the Education of Young Children, Washington, D. C. 1975.